***GRASPS Frame***

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| ***G***  Real-World **Goal** | To understand how migration patterns effect the habitat, cultures and history. |
| ***R***  A meaningful **role** for the student | Students must be able to identify with the roles of the first people who migrated to America and the effects of migration time periods. |
| ***A***  Authentic real-world (or simulated) **audience** | Other students from either a different school or within their school will be their audience for their presentation. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Choice: Students will create murals of the colony in the same time frame as the Pilgrims and will discuss how the migration process changed the habitat. |
| ***P***  Student-generated culminating **products** and **performances** | Choice: Students will create their own murals that depict where they migrated from. They will research by tracing back their own roots |
| ***S***  Consensus-driven performance **standards** for judging success | The students will have a clear checklist of what will be done in the process of creating their final products. |